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ABSTRACT

This document presents the Oregon state guidelines for provision of educational interpreting services for students who are deaf. An introduction defines an educational interpreter and considers how to determine the need for an educational interpreter and the student-interpreter relationship. The next section details the roles and responsibilities of educational personnel working with students who are deaf (the educational interpreter, the regular classroom teacher, the teacher of the deaf) in the areas of communication facilitation, student evaluations, planning, the Individualized Education Program, program content, materials, management, recordkeeping, parent involvement, inservice, and tutoring. The next section offers guidelines for school personnel concerning identifying the interpreting system needed, working with educational interpreters in the regular classroom, the procedure for hiring a qualified educational interpreter, substitute interpreters, paying educational interpreters, supervision and evaluation of interpreters, and staff development. Appendices include: a map and addresses of regional programs for the hearing impaired in Oregon, a sample job description of an educational interpreter, a sample form for observing educational interpreting, and a list of eight continuing education and professional organizations. (DB)

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Oregon Guidelines

Educational Interpreting for Students Who Are Deaf

Spring 1991

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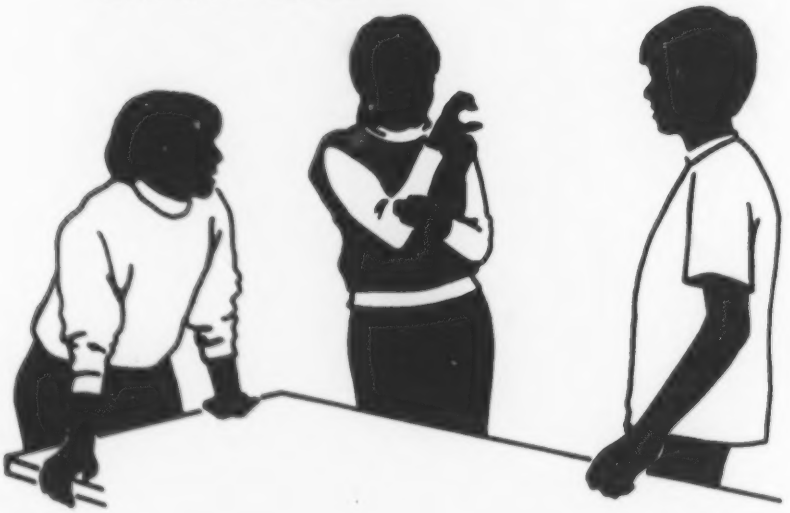

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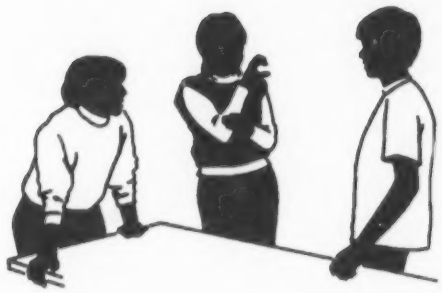
Oregon Guidelines

Educational Interpreting for Students Who Are Deaf



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Introduction

Within the "interpreting" profession, the specialty of *educational* interpreting has been growing rapidly. Two federal laws* require that students who are deaf be included in the public schools; to accomplish this, an educational interpreter who uses sign language or oral interpreting methods is often required.

For some school districts, working with an educational interpreter is a new experience. The six regional programs for special education in Oregon are staffed with people who have expertise in deaf education. Districts are encouraged to contact their regional program** when a student who is deaf enters their school. The regional program staff will help with hiring, evaluating, and inservice training to provide the quality services that students who are deaf are entitled to have.

Throughout this document, the word "deaf" is used in its most generic sense to describe all children whose hearing loss is sufficiently severe that they are not able to benefit from ordinary classroom placements without the assistance of an educational interpreter.

What is an educational interpreter?

This specially trained professional facilitates communication among students who are deaf, the school staff, and the hearing students. He or she functions as an extension of the teacher — a member of the educational team, and is an important part of the supportive services provided to students who are deaf.

The interpreter facilitates communication for the student during school hours and at school-related activities. The interpreter also may provide training to staff and students as outlined in his or her job description. Educational interpreting should be listed as a related service on the student's Individualized Education Program (IEP).

These guidelines do not address educational assistants with specialized communication skills who may be assigned to work with students whose young age, multiple handicaps, or minimal language skills require communication systems designed on an individual basis.

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* Public Law 94-142, now 101.476 (Individuals with Disabilities Education Act); and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against any individual served by a program that receives federal funds.

** See Appendix A for a map of Oregon's regional programs and their addresses.

Determining the need for an educational interpreter

The decision of whether to use an educational interpreter should be made using the multidisciplinary team process. That team should include a teacher of the deaf and may include an educational interpreter. The individual student's specific needs and preferences must be carefully considered; i.e., what are the student's present language abilities and communication modes? (See page 11 for details.)

The student-interpreter relationship

The educational interpreter conveys the message, the intent, and the feelings of the speaker through the act of interpreting. The educational interpreter may also provide tutorial assistance to insure that the student understands the information presented. As the student develops language skills, tutorial support decreases and the emphasis on interpreting increases.

School personnel and educational interpreters must work together to clarify the interpreters' roles and responsibilities. For example, the interpreter must keep all information confidential, discussing only school-related information with other members of the team who are directly responsible for the student's educational program. Interpreters will be used most effectively when their duties and the constraints placed upon them are understood.

Roles and Responsibilities of Educational Personnel Working with Students who are Deaf

Communication facilitation

Student	Uses best communication skills possible.
	Asks teacher/presenter questions as needed.
	Notifies teacher, interpreter, and teacher of the deaf in advance if he/she cannot attend class.
	Contacts the teacher of the deaf if a notetaker is needed.
	Asks the teacher of the deaf for notepaper if needed.
	Follows established procedures for using an interpreter.
	Is responsible for paying attention during instruction, and does not engage in conversation with the interpreter at times deemed inappropriate by the teacher and the educational interpreter.
Educational Interpreter	Interprets accurately in a manner appropriate for the student's communication level.
	Interprets assemblies, lectures, films, discussions, and student comments with accuracy.
	Directs student's questions to the teacher, and vice versa.
	Provides sign-to-voice and voice-to-sign, sign-to-print and print-to-sign, thereby facilitating communication between student and teacher.
	Considers distance, lighting, background, and angle to give the student the greatest visibility; consults with teacher and student about these factors.
Regular Classroom Teacher	Notifies the interpreter and the teacher of the deaf if a problem arises in connection with interpreting.
	Notifies the interpreter in advance when media is used or when a special event is scheduled.
	Uses helpful visual aids for classroom management, such as writing assignments and test dates on the board, facing the student when speaking; considers light and glare factors.

	Checks to be sure the student is understanding the materials.
	Meets with the teacher of the deaf to learn the student's communication needs.
	Keeps the teacher of the deaf informed of progress and concerns regarding communication with the student who is deaf in the classroom.
Teacher of the Deaf	Meets with educational team to identify student's needs for interpreting, notetaking, and tutoring.

Student Evaluations

Student	Completes tests in a timely and accurate manner.
	Requests clarification of test items.
Educational Interpreter	Interprets test directions and questions as directed by test administrator.
Regular Classroom Teacher	Administers tests in conjunction with other students when appropriate.
Teacher of the Deaf	Completes annual, individual evaluation of student progress when appropriate.
	Completes testing in compliance with three year eligibility requirement.

Planning

Student	Makes teaching staff aware of his/her special needs related to the educational environment.
Educational Interpreter	Is aware of identified objectives for students; as a part of the educational team, informs teacher of the deaf of the student's needs.
Regular Classroom Teacher	Identifies objectives for each student in cooperation with a teacher of the deaf, other personnel, and parents.

	Provides appropriate preparation and break time for educational interpreters.
Teacher of the Deaf	Identifies appropriate objectives for each student in cooperation with regular classroom teacher, other personnel, student, and parents.

Planning: preparation

Student	Notifies the educational interpreter of any signs which are unfamiliar to him/her.
Educational Interpreter	Asks the classroom teacher in advance for the week's lesson plans in order to learn new vocabulary/definitions and/or technical signs which might be presented for each class. Obtains copies of class text as needed.
Regular Classroom Teacher	Provides the educational interpreter the opportunity to review weekly lesson plans so he/she may learn any new vocabulary/ definitions for presentations. Provides the educational interpreter copies of texts as needed.
Teacher of the Deaf	Provides any additional technical vocabulary and sign language dictionaries (if available) which might be needed for specific courses.

Planning: reporting

Educational Interpreter	As requested, attends staff meetings to provide input. Meets with teacher of the deaf on a regular basis to discuss progress in the tutoring sessions and to report concerns, while mindful of student's rights to confidentiality.
Regular Classroom Teacher	Meets with the teacher of the deaf as needed to discuss student's progress.
Teacher of the Deaf	Meets with regular classroom/special education teachers as needed to discuss the student's progress.

	Meets with educational interpreter on a regular basis to discuss progress in tutoring and issues regarding interpreting services, communication facilitation, and cross-cultural communication.
IEP	
Student	Attends IEP meetings as appropriate.
Educational Interpreter	Attends IEP meetings; serves either as a participant or interpreter, but not both. As participant, may discuss interpreter services, communication facilitation, cross-cultural communication, and tutoring issues. On the IEP, the term "educational interpreter" should be noted as a "related service," which refers to the many facets of the interpreter role.
Regular Classroom Teacher	Attends IEP meetings convened by case manager and provides input on student's strengths and weaknesses.
Teacher of the Deaf	Attends the annual IEP meetings, provides input on student's strengths and weaknesses with written goals and objectives.
Program content	
Student	Participates in classroom activities and completes assignments. Asks teacher for assistance when needed.
Educational Interpreter	Interprets all classroom material and all teacher-student and student-student communication. Provides supplemental tutoring under the direction of the teacher of the deaf.
Regular Classroom Teacher	Provides direct instruction in all academic areas with assistance from the teacher of the deaf and other school personnel, as needed.
Teacher of the Deaf	Provides direct instruction/consultation as indicated in the IEP, and provides support to the regular classroom teacher as needed.

Materials

Student	Requests special materials as needed.
	Provides own consumable supplies as needed.
Educational Interpreter	Assists with the identification of student needs for supplemental materials.
	Interprets or modifies written materials as needed.
Regular Classroom Teacher	Requests materials needed as a result of having a child who is deaf in the classroom.
Teacher of the Deaf	Provides supplemental materials as needed.

Management

Student	Complies with classroom rules.
Educational Interpreter	Knows school and classroom rules and expectations for students.
	Meets with classroom teacher and teacher of the deaf and is supportive of teacher by not interfering with teacher's decisions regarding behavior management in all educational settings.
	Adheres to established guidelines for behavior management while tutoring student.
	Follows school guidelines concerning supervision of out-of-classroom behavior of all students.
Regular Classroom Teacher	Is responsible for behavior management while instructing student or while student is in regular classes including physical education, music, and lunch.
	Establishes behavioral guidelines to be followed by the educational interpreter and student during tutorial sessions.
Teacher of the Deaf	Is responsible for behavior management while instructing student or while student is in resource room and provides consultation with regular classroom teacher.

Recordkeeping	
Student	Keeps records as required by school district policy.
Educational Interpreter	Keeps record of student progress as requested. Provides input and data on tutorial assignments and other related concerns.
Regular Classroom Teacher	Completes report card and other district records.
Teacher of the Deaf	Completes appropriate forms and reports to reflect student's progress and program needs.
Parent Involvement	
Student	Communicates with parents about program status.
Educational Interpreter	Attends parent meetings as an interpreter or as a participant but not as both.
Regular Classroom Teacher	Meets with parents in conjunction with teacher of the deaf when appropriate and has regularly scheduled meetings with parents.
Teacher of the Deaf	Meets with parents as a team member at regularly scheduled IEP meetings. Contacts and responds to parents on a regular basis.
Inservice	
Student	Attends training on appropriate use of educational interpreters, and other training as needed.
Educational Interpreter	Explains role and responsibilities of an educational interpreter in concert with teacher of the deaf. Assists the teacher of the deaf and regular classroom teacher with teaching sign language classes. Regularly attends inservice training to build educational interpreting skills.

Regular Classroom Teacher	Participates in inservice training to increase knowledge of students who are deaf and their educational needs.
Teacher of the Deaf	Provides inservice training regarding students who are deaf and their educational needs.

Tutoring

Student	Notifies teacher, educational interpreter, or teacher of the deaf when falling behind in a subject area. Requests tutor.
Educational Interpreter	May provide tutoring for the student (skills are outlined in Appendix C) in academic areas under the direction of the teacher of the deaf or regular classroom teacher. Tutoring takes place during work/study time, such as after class or daily lesson, but not during teaching/interpreting time.
Regular Classroom Teacher	In conjunction with the educational interpreter, and/or the teacher of the deaf, directs tutorial lessons for the student.
Teacher of the Deaf	Assists the regular teacher and interpreter in setting up a tutoring situation.

Guidelines for School Personnel

What interpreting system does the student require?

The educational team should determine the sign language system to be used, with consideration of the following:

- The system currently used by the student to understand communication.
- The sign systems of the local education agency and community.
- The student's developmental level.
- The curriculum content.

Depending on the student's needs, the interpreter will use one or more of the following systems:

Transliterate using Manually Coded English (MCE)

This system combines signs and fingerspelling and follows English syntax and structure. The interpreter will present an equivalent rendition of the teacher's message using MCE and an equivalent spoken English rendition from the student's MCE signed message.

Interpret using American Sign Language (ASL)

ASL is a language separate and distinct from English in grammar and syntax. ASL combines signs, fingerspelling, use of space features, nonmanual grammatical markers and a complete grammatical structure to convey information. The interpreter will present an equivalent rendition of the speaker's spoken English message using American Sign Language, and an equivalent rendition of the student's message from ASL to spoken English.

Transliterate using Conceptually Accurate Signed English (C.A.S.E.-Pidgin English)

This is a method of combining conceptual signs in an English word order.

Transliterate using Cued Speech

This communication method can be used with any spoken language. It is based on the pronunciation of syllables and words and is a combination of speechreading and hand shapes. The hand cues and lip movements together show exactly what is said.

Interpret orally

This is a system combining speechreading and/or verbal language with natural gestures and facial expressions. The interpreter will present the speaker's spoken message in a clear, nonaudible spoken representation which is easy to speechread. The interpreter will use several techniques to make homophonous (sounds that can't be distinguished from each other on the

lips) words and phrases more visible on the mouth and face. He/she will also present the spoken message of the student in an intelligible spoken representation, as needed.

Interpret using tactile communication

For the student who is deaf/blind, the interpreter will use specialized techniques (e.g., tactile signing/fingerspelling, Tadoma, etc.) to facilitate communication between the teacher and the student.*

Working with educational interpreters in the regular classroom

Provide the interpreter with a list of the technical terms and their definitions to be covered in class.

Remember that the interpreter may be one to two sentences behind the speaker as she/he interprets, depending upon the sign system used. This time lag may be necessary to ensure accurate interpreting/transliterating.

Try to pace presentation when using visual aids to allow the student time to look at the interpreter, then the object.

Provide the student with important dates, deadlines, and requirements in written form whenever possible, as he/she may be unable to write that information down while watching the interpreter.

Assume full responsibility for the education of the student along with encouraging the student to pay attention and to participate in answering questions.

Speak directly to the student. If the teacher does not understand the student, the teacher tells the student directly and the interpreter transmits the teacher's message to the student. The interpreter is not responsible for the student's attention or his/her behavior.

Ensure that the student has a notetaker in class when students in the classroom are held accountable and expected to take notes on orally presented information. It is not reasonable to expect the student to take notes and watch the interpreter at the same time.

Identify who is speaking; use visual signals for turn-taking so only one person speaks at a time.

When posing a question to the class, wait long enough for the interpreter to complete the question (the interpreter's hands will stop moving) before calling on another student. This gives the student an opportunity to respond.

*From "Communicating With Deaf Persons in Educational Situations" from the Registry of Interpreters of the Deaf, Inc.

Accommodate the appropriate positioning of the interpreter. The interpreter must meet the following criteria:

- Be in close proximity to the classroom teacher so the student who is deaf can see both the interpreter and the classroom teacher at the same time.
- Have auditory access to other students.
- Have visual access to the student at all times.
- Be seated comfortably close to students utilizing tactile interpreting.
- Have minimal visual distractors in the background.

Ensure that lighting is adequate.

- All activities and the interpreter must always be visible to the student.
- When lighting is modified (e.g., when showing movies, slides, overhead transparencies) be sure the interpreter is visible to the student.
- When lighting is modified, be sure to give the student time to adjust to the change before resuming the lesson.
- Light from windows can be distracting to a student. Do not stand in front of a window or a light when speaking to the student.

The interpreter's role is physically taxing; provide for two-minute breaks every 20 minutes, and five-to-ten-minute breaks every 45 to 60 minutes when interpreting is needed continuously.

Allow adequate time for the interpreter to be prepared to meet the individual student's needs. This time is used for preparation in the following areas:

- Previewing tests, movies, etc.
- Looking up signs for vocabulary words so that the interpreter is prepared with appropriate signs for new terminology.
- Becoming familiar with subject content.
- Conferring with the teacher regarding the class goals and objectives.

What is the procedure for hiring a qualified educational interpreter?

The success of a student who is deaf in the mainstream depends on securing qualified educational interpreting services. This requires involvement in the hiring process of individuals who are knowledgeable of the educational needs of students.

Applicants are screened according to the following competencies:

- Proficiency in facilitating communication; i.e., sign-to-voice, voice-to-sign, oral interpreting, etc.
- Knowledge and experience in school settings, grades kindergarten through twelve.
- Interpersonal skills.
- General education background.
- Knowledge of the principles of educational interpreting. (For additional areas of competency see the National Task Force on Educational Interpreting [NTFEI] report available through the regional program offices.)

The regional program will assist the districts in locating, interviewing, and hiring qualified educational interpreters. A sample job description is provided as Appendix B and an evaluation form as Appendix C.

Substitute interpreters

It is vitally important to provide for a substitute educational interpreter when needed. Qualified substitutes are hired and placed in educational settings according to their skill level and student need. Substitutes are recruited through such agencies as the educational service district, the community college, and Vocational Rehabilitation.

How are educational interpreters paid?

Salaries and benefits for educational interpreters vary across the state. Remuneration is based on the level of certification, training, and experience which should be addressed in the local school district negotiated classified employee contracts.

Districts are encouraged to contact their regional program to discuss financial matters prior to hiring an educational interpreter. The regional programs can work with local districts in establishing an appropriate pay scale for educational assistants and educational interpreters serving students who are deaf in public school settings.

Using educational interpreters for extracurricular activities

The full participation of students who are deaf within the educational setting is not to be limited to only those opportunities that occur within the classroom. For the mainstreamed setting to be fully available to students, school-sponsored extracurricular activities must be made accessible through interpreter services. Compensation is provided for this type of additional interpreting duty. If the in-house educational interpreter is unable to provide services for extracurricular activities, contact your regional program. (See Appendix A for telephone numbers.)

The educational interpreter is contracted to provide special services to students in the public schools. Any use of the interpreter for services other than those defined above falls outside the given roles and responsibilities. In such cases, the sponsoring agencies will want to provide funds for interpreting services when they are needed to make their activities accessible to all.

How are educational interpreters supervised and evaluated?

Supervision and evaluation of the educational interpreter should address the two major job responsibilities of communication and education access. The supervisors of educational interpreters must be qualified to evaluate sign language interpreting skills in the classroom setting as well as the educational interpreter's ability to provide educational support for the student. Supervision of educational interpreters is a cooperative effort between the school district and the regional program. Respective supervisory responsibility of district and regional program staff needs to be clearly delineated prior to the hiring of an educational interpreter.

See Appendix C for an example of an interpreter evaluation form.

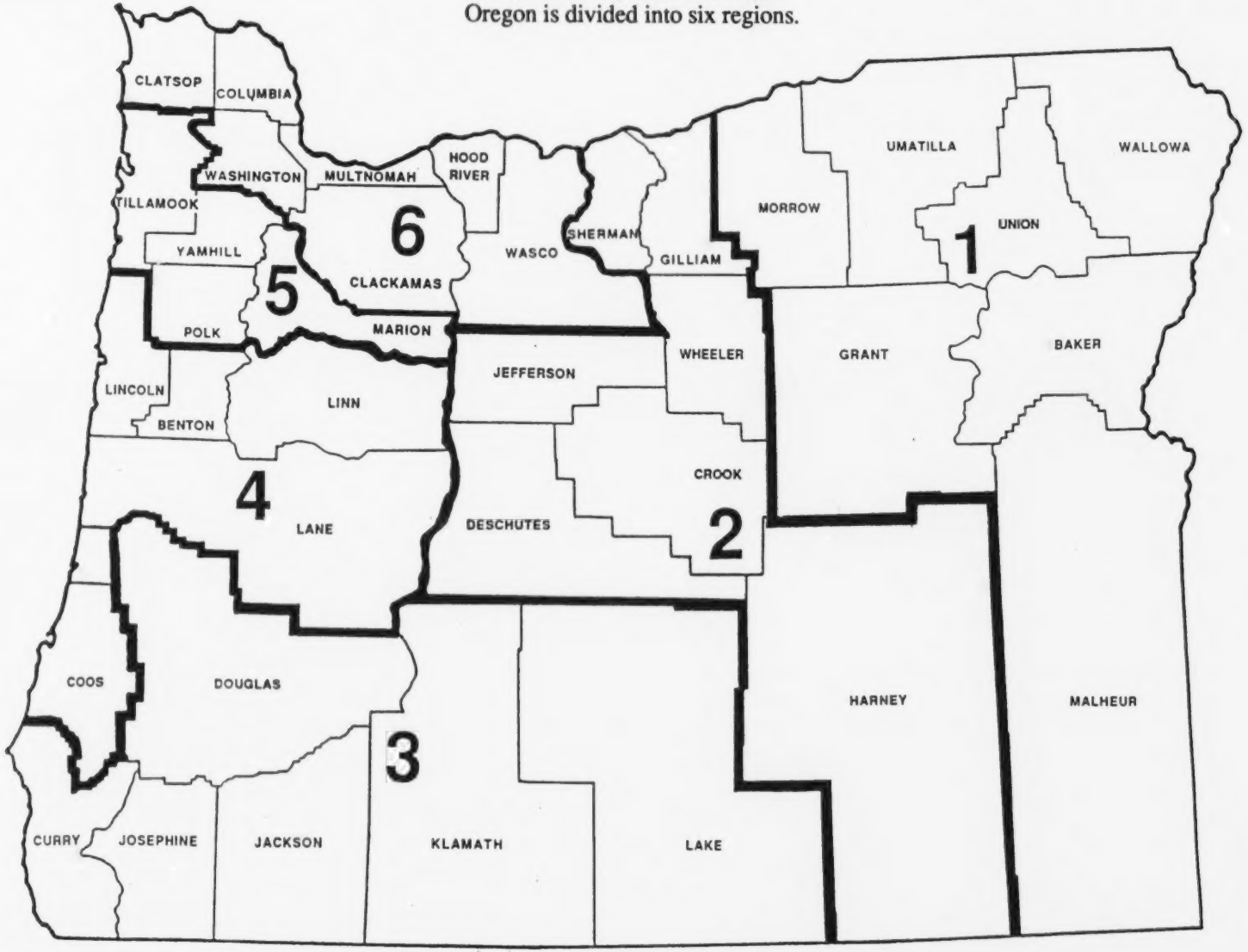
How will staff development and advancement be provided?

Professional growth opportunities are available for educational interpreters. Each regional program has a library of videotapes as well as other resources for increasing skills and knowledge. Interpreter staff meetings provide opportunities for discussion, problem solving, and staff development. Attendance at staff meetings is compensated by the employing agency.

Ongoing classes are offered through some community colleges, universities, or interpreter training programs. Refer to Appendix D for continuing educational opportunities.

Regional Programs in Oregon

Oregon is divided into six regions.



Appendix A

Addresses of
Regional Programs for Hearing Impaired

REGION 1: Baker, Grant, Malheur, Morrow, Umatilla, Union, Wallowa Counties

Eastern Oregon Regional Program
10100 McAllister Lane
La Grande, Oregon 97850
Phone 963-4106

REGION 2: Crook, Deschutes, Gilliam, Harney, Jefferson, Sherman, Wheeler Counties

Central Oregon Regional Program
520 NW Wall Street
Bend, Oregon 97701
Phone 385-5253

REGION 3: Curry, Douglas, Jackson, Josephine, Klamath, Lake Counties

Southern Oregon Regional Program
101 N Grape Street
Medford, Oregon 97501
Phone 776-8555/8556 (v/TDD)

REGION 4: Benton, Coos, Lane, Lincoln, Linn Counties

Cascade Regional Program
905 Fourth Avenue SE
Albany, Oregon 97321
Phone 967-8822

REGION 5: Marion, Polk, Tillamook, Yamhill Counties

Mid Oregon Regional Program
3400 Portland Road
Salem, Oregon 97303
Phone 588-6677 (v/TDD)

REGION 6: Clackamas, Clatsop, Columbia, Hood River, Multnomah, Wasco, Washington Counties

Columbia Regional Program
531 SE 14th Street
Portland, Oregon 97214
Phone 280-5675 (TDD)
280-5840 Ext. 251 (v)

Example of Job Description for Educational Interpreter

Goal

To provide access to education for students who are deaf.

Position Summary

The educational interpreter's primary role is to facilitate communication. This may involve up to 6 hours per day and 30-35 hours per week actual interpreting time, including breaks as recommended in the *Oregon Guidelines for Educational Interpreting*. The interpreter may provide supplemental tutoring and perform routine instructional functions.

Major Duties and Responsibilities

1. Communication Facilitation
   - 1.1 Transliterates/interprets information accurately, conveying the thought, intent, and spirit of the sender in a manner appropriate to the student's communication level. Transliterates and/or interprets lectures, discussions, tests, films, assemblies, and student comment in all communication settings.
   - 1.2 Positions self in a place that provides the best distance, lighting, background, and angle for the student viewing of teacher, media, and interpreter.
   - 1.3 Asks teacher for an overview of the coming week's work to become familiar with content and technical vocabulary.
   - 1.4 Directs student's questions to the teacher and the teacher's questions to the students.
   - 1.5 Interprets the communication and interaction between students who hear and students who are hearing impaired, as appropriate.
   - 1.6 Interprets/transliterates for students, parents, and other professionals at conferences, IEP meetings, and other school sponsored activities as authorized and appropriate.

2. Educational Support
   - 2.1 Functions as a tutor and/or educational assistant under the direction of the teacher for the deaf and the classroom teacher.
   - 2.2 Understands the student's hearing loss and the effect of this loss on speech, language, and cognitive development; can apply that knowledge when functioning as a tutor or assistant.
   - 2.3 Understands basic tutoring techniques as used with students who are deaf.
   - 2.4 Provides appropriate input as requested for record keeping, program data, time sheets, etc.
   - 2.5 Reports to appropriate personnel — teacher of the deaf, classroom teacher — knowledge or information that could be detrimental to the student, other students, or to the school. The student's health, safety, and welfare are of the utmost importance.
   - 2.6 Keeps confidential all private conversations between and with the school staff and the student(s) concerning family or personal problems, grades, etc.

2.7 Is able to merge personal behaviors with the classroom team. Is knowledgeable of methods of behavior management being used in the classroom, and understands his/her role in those procedures.

3. Multidisciplinary Team Staffing
   - 3.1 Participates as a member of the multidisciplinary team.
   - 3.2 Has an awareness of, identifies objectives for the students.
   - 3.3 Attends IEP meetings as either an interpreter or as a participant of the team, but not as both.

4. Inservices
   - 4.1 Is responsible in conjunction with the teacher of the deaf for orienting classroom teachers about the role and responsibility of interpreters.
   - 4.2 Is responsible in conjunction with the teacher of the deaf for explaining technical assistance needs for interpreting, i.e., lighting, visual aids, positioning, time, length, and difficulties in changing languages.
   - 4.3 Is responsible in conjunction with the teacher of the deaf for instructing student, staff, and parents about how to use an interpreter.
   - 4.4 Assists the teacher of the deaf in sharing information about social, emotional, and cultural aspects of deafness.
   - 4.5 Assists the teacher of the deaf in educating hearing students regarding hearing loss, and its ramifications.

5. Professional Conduct and Growth
   - 5.1 Functions in a professional manner appropriate to the situations.
   - 5.2 Dresses appropriately for the profession.
   - 5.3 Encourages independence in students and avoids development of inappropriate dependence on the student/interpreter relationship.
   - 5.4 Participates in activities, inservices, and skill building workshops to improve knowledge in interpreting, transliterating, the educational process, and issues relating to deaf culture.
   - 5.5 Attends all staff meetings as directed.
   - 5.6 Complies with district performance standards, policies, practices, and rules.
   - 5.7 Promotes positive public relations among the deaf, hearing peers, staff, and faculty members.
   - 5.8 Performs other reasonable duties during the work day that the immediate supervisor may occasionally assign.

Minimum Qualifications*

1. Graduation from a one (or more) year interpreter training program.

   or

2. Pass Registry of Interpreters for the Deaf (RID) certification test. (CI or CT acceptable)

   or

3. Pass district/regional administered skill assessment and interview.

*Revised qualifications will be adopted through Oregon Administrative Rules by the Oregon State Board of Education as required by Senate Bill 1069, 1991 Legislative Session.

Observation of Educational Interpreting

It is critical to assess educational interpreters within the work setting. This should occur on a regular basis and should be part of an overall quality assurance system to ensure appropriate services for students who are deaf in public schools. Evaluation should have two major components.

1. Communication facilitation skills, i.e., their sign language, knowledge of language development and transliteration skills.

2. Educational support skills.

Because both of these areas are critical to the success of students who are deaf in the mainstream, it is essential that the individuals providing supervision and evaluation are qualified in each of these areas. This may necessitate two different individuals evaluating the educational interpreter. One individual would be knowledgeable and skilled in sign language interpreting skills and the other knowledgeable and skilled in educational support systems. An example might be a qualified supervisor of educational interpreters and a teacher of the deaf both evaluating the educational interpreter.

Following is a sample evaluation that addresses both major components.

Sample

Observation of Educational Interpreting

Date _____ Time _____ Activity _____ Interpreter _____

Communication Facilitation	E	AA	A	NI	N/O	Comments
Positioning of interpreter						
Sight line						
Posture						
Seating arrangement						
Appropriate dress						
Language/Sign Usage						
Signs are conceptually accurate						
Signs keep up with conversation						
Signs are fluent/smooth						
Signs are clear/easy to read						
Sign location/placement						
Sign handshape						
Sign palm orientation						
Sign movement (rate of speed, duration)						
Sign emphasis						
Time Lag						
Ability to retain information						
Comfort level with lag						
Space						
Noun placement						
Directionality						
Time sequence (past, present, future)						
Body shift (denoting speakers)						
Expression						
Facial expression						
Eye contact						
Mouth movement without voice						
Body shift (denoting speakers)						
Fingerspelling						
Fluency						
Accuracy						
Placement						

E = Excellent AA = Above Average A = Average NI = Needs Improvement N/O = Not Observed

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Communication Facilitation	E	AA	A	NI	N/O	Comments
Vocabulary						
Appropriate language level						
Familiar with content						
Consistently uses Sign System						
Develops appropriate new signs						
Communication facilitation						
Attention getting						
Appropriately paraphrases teacher/speaker						
Uses good judgement on when to make further explanations						
Sign to voice-conveys student message and emotional content						
Appropriately draws student's attention to classroom activity/interaction						
Directs student's/teacher's comments to each other						
Transliterates/interprets classroom interactions including other student's comments, environmental noises, as appropriate						
Sign to Voice						
Vocabulary selection						
Message accuracy						
English structure						
Affect						
Grammar						
Uses complete sentences						
Morphological markers (affixes, suffixes, derivational endings)						
Grammatically correct pauses between sentences						

Signs to Verify

Comments:

E = Excellent AA = Above Average A = Average NI = Needs Improvement N/O = Not Observed

Educational Assistant	E	AA	A	NI	N/O	Comments
Under the direction of the teacher of the hearing impaired, reinforces and clarifies information to the classroom teacher regarding the role and technical aspects of the interpreter.						
Has an awareness of identified objectives for the students.						
Keeps confidential private conversations between the teacher and student concerning personal problems or grades.						
Reports to appropriate personnel (teacher of hearing impaired, classroom teacher) knowledge of information that could be detrimental to the student, other students or to the school.						
Discusses problems as they arise with the appropriate person.						
Informs the teacher of the hearing impaired of the student's progress as part of the education team.						
Is knowledgeable of behavior management systems and understands his/her role.						
Assists in acquiring, developing and adapting materials.						
During student tutoring: • maintains student interest						
• uses appropriate language level						
• appropriately reinforces student behavior						
• encourages student to use appropriate communication skills						
• is consistent with student						
• lets student know what is expected and how well he/she does						
• keeps written record of student progress as directed						

E = Excellent AA = Above Average A = Average NI = Needs Improvement N/O = Not Observed

Educational Assistant	E	AA	A	NI	N/O	Comments
Attends all inservice programs and staff meetings as directed.						

Comments:

Evaluator _____ Date _____ Interpreter _____ Date _____
Signature Signature

Vocabulary Choice

Spoken English	Sign Used	Alternative Sign(s)

Observation of Educational Interpreting

Definition of Terms

Positioning of interpreter	Where the interpreter is located in relationship to the student and teacher.
Sight line	Directs signs towards thing or person being talked about, i.e. look — should be directed at what is being looked at.
Signs are fluent	Signs flow smoothly one after the other and are conceptually accurate.
Clarity of signs	Signs are clear and easily understood. Consistently uses appropriate nonmanual grammatical markings (verb tense, pronoun, etc.).
Placement of signs	Placement of signs for people, objects, places, and ideas to clarify meaning.
Emphasis	Emphasizes or stresses the sign or signs in the sentence that will clarify the meaning of the sentence.
Directionality	Signing action words in the direction of placed nouns, i.e. *give-give me* (towards self) *give her* (towards her).
Body shift	Movement of body to indicate who is speaking.
Facial expressions	Uses question markers, uses face to show anger, surprise, joy, etc.
Affect	Uses facial expression, body movement, and sign emphasis, placement, etc. to show emotional content of message.
Fingerspelling	Letters are clearly formed and speed is appropriate.
Appropriate language level	When necessary, substitutes appropriate level of linguistic complexity, otherwise, uses the teacher's language.
Familiar with content	Checks with teacher before classes. Knows the vocabulary being presented. Knows the meaning of the vocabulary and the signs.
Consistently uses the Sign System	Signs in the system being used by the student.
Develops Appropriate New Signs	Develops signs only when necessary.

Attention getting	What the interpreter does to get the student's attention, i.e., wave hand, tap desk.
Appropriately paraphrases teacher	When time doesn't allow for using all of the teachers's comments or the language is too difficult for the student, rephrases the main points of the teacher's comments.
Uses good judgment of when to make further explanations	Makes additional comments to student to clarify what he/she is to do.
Directs student's and teacher's comments to each other	Has student and teacher speak directly to each other.
Sign to voice	Uses student's vocabulary. Uses appropriate voice inflection and volume to reflect feelings and mood of student. Uses appropriate clarifying techniques. Uses first person, i.e., "I am ready" not "she/he is ready."

Continuing Education and Professional Organizations

Programs Offering Classes for Interpreter Training

Interpreter Education Program
Western Oregon State College
Monmouth, Oregon 97361

Interpreter Training Program
Portland Community College
12000 SW 49th Avenue
Portland, Oregon 97219

Programs/Agencies Providing Continuing Education for Interpreters

Oregon Registry of Interpreters for the Deaf
c/o Oregon State School
999 Locust Street NE
Salem, Oregon 97303

Educational Interpreter Training Institute
Blue Mountain Community College
Resource Specialist Interpreter Training
Umatilla ESD
2001 SW Nye
Pendleton, Oregon 97801

Regional Resource Center on Deafness
Western Oregon State College
Monmouth, Oregon 97361

Deaf and Hearing Impaired Access Program
1880 Lancaster Drive, NE #106
Salem, Oregon 97310

Regional Program Workshop/Inservices
(See Appendix A for Addresses)

Sign Enhancers, Inc. (Private Contractor)
1913 Rockland Drive NW
Salem, Oregon 97304